DOCUMENT RESUME

ED 339 869 CE 059 809

AUTHOR Miller, Juliet; And Others
TITLE The National Career Development Guidelines: Progress and Possibilities. NOICC Occasional Papers/3.
INSTITUTION National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE Jun 91
NOTE 54p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Programs; Career Counseling; *Career Development; Career Education; *Career Guidance; Competency Based Education; Educational Change; Elementary Secondary Education; *Guidance Programs; *Guidelines; National Programs; Needs Assessment; Postsecondary Education; *Program Implementation; School Business Relationship
IDENTIFIERS *National Career Development Guidelines

ABSTRACT

This monograph reports on the progress made in implementing the National Career Development Guidelines and explores some possibilities for their future use. The "Introduction" (Mary Beth McCormac) summarizes activities at the national level and provides an overview of the project. "Lessons from the Local Pilot Sites" (Juliet Miller) reviews the current status, benefits, and recommendations of four of the original field test sites. It also draws recommendations for other programs that are planning to use the guidelines. "Career Development for Adults in Organizations and in the Community" (Jane Goodman) addresses the still unmet need for comprehensive adult career development programs and discusses the use of the guidelines for adults in business and the community. "Knowing the Music for the Dance: The National Career Development Guidelines and Educational Priorities" (Brooke Collison) looks at the guidelines within the broader context of educational reform and stresses the need for steps to ensure continued success of this initiative. It discusses the existence or absence of priorities in education, explains how the guidelines can be adapted to a variety of targeted groups, and describes how the guidelines fit existing and emerging educational priorities. Appendixes contain the following: 17 references, guidelines career development competencies by area and level, and guidelines documents and how to order them. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED339869

NOICC Occasional Papers/3

The National Career Development Guidelines: Progress and Possibilities

Authors: Juliet Miller, Jane Goodman, and Brooke Collison

Introduction: Mary Beth McCormac

June 1991

CE059809

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

The NOICC/SOICC Network

The National Occupational Information Coordinating Committee (NOICC) promotes the development and use of occupational, career, and labor market information. It is a federal interagency committee, established by Congress in 1976. Its members represent ten agencies within the U.S. Departments of Labor, Education, Commerce, Agriculture, and Defense.

NOICC has two basic missions. One is to improve communication and coordination among developers and users of occupational and career information. The other is to help states meet the occupational information needs of two major constituencies: 1) planners and managers of vocational education and job training programs and 2) individuals making career decisions.

NOICC works with a network of State Occupational Information Coordinating Committees (SOICCs), also established by Congress in 1976. SOICC members represent state vocational education boards, vocational rehabilitation agencies, employment security agencies, job training coordinating councils, and economic development agencies. Many also include representatives from higher education and other state agencies.

The NOICC/SOICC Network supports a variety of occupational information programs and systems. Some provide data to help in planning vocational education and job training programs. Others offer information for individuals who are exploring occupational options and making career decisions.

Organizations and individuals undertaking special projects funded by the National Occupational Information Coordinating Committee are encouraged to express their professional judgments. The analysis, interpretation, and opinions expressed in this document, therefore, do not necessarily represent the official position or policy of NOICC members or their representatives, or the NOICC staff, and no official endorsement should be inferred.

Contents

NOICC Statutory Members ..... Inside Front Cover

The NOICC/SOICC Network ii

Acknowledgements iv

Foreword v

Introduction 1
Mary Beth McCormac

Lessons from the Local Pilot Sites 7
Juliet V. Miller

Career Development for Adults in Organizations and in the Community ... 25
Jane Goodman

Knowing the Music for the Dance: The National Career Development Guidelines and Educational Priorities 37
Brooke B. Collison

The Authors 46

Appendix A: National Career Development Guidelines
Career Development Competencies by Area and Level 48
Order Form 49

NOICC Training Support Center ..... Inside Back Cover

Acknowledgements

This report was prepared for the National Occupational Information Coordinating Committee by Juliet Miller, Jane Goodman, and Brooke Collison, in cooperation with Mary Beth McCormac, formerly a NOICC staff member, and other NOICC staff.

Information for the Implementation Review (summarized by Dr. Miller) was provided by four local site coordinators: Collette Cross, New Albany, Mississippi; Sharon Gates, Grand Forks, North Dakota; Thomas Rocks, Waynesboro, Pennsylvania; and Lois Weihe, Scott Community College, Iowa. The local site coordinators have been involved in the Guidelines initiative since the pilot phase and were especially helpful in providing follow-up information.

Christie Plinski and Cindy Parke provided suggestions and assistance with an early draft of Dr. Collison's paper.

The ideas in this paper were presented at the Thirteenth Annual National SOICC Conference in Snowbird, Utah, in August 1990. The following document is the final report of the authors' research. It was edited by Roberta Kaplan and published by the Northwest Regional Educational Laboratory in Portland, Oregon, for the NOICC Training Support Center.

Foreword

When we look back over our work lives, how many of us wonder where we'd be "if only we had known..."? If only we had known more about ourselves — our strengths, preferences, and goals in relation to work...if only we had known more about job and career possibilities...if only we had known how to find the right field, instead of taking the first job that came along...

In a *National Survey of Working in America* (National Career Development Association, 1990), almost 65 percent of those surveyed said that if they had it to do again, they would get more information about potential career choices. This and other recent research described in this occasional paper point to a critical need among Americans for occupational and career information and assistance in career development. One of NOICC's efforts to address this need has been the National Career Development Guidelines.

The Guidelines represent a major nationwide initiative to foster career development at all levels, from kindergarten to adulthood. They offer states, schools, universities, and other organizations a blueprint for building comprehensive, competency-based career guidance and counseling programs. Many states, including 27 with funds from NOICC, currently are using the Guidelines to set standards and improve existing programs.

In this occasional paper, Juliet Miller, Jane Goodman, and Brooke Collison discuss the usefulness of the Guidelines. All three authors are members of the National Guidelines Cadre of Trainers, but they approach the subject from very different perspectives, areas of specialization, and backgrounds. In her introduction, Mary Beth McCormac summarizes the status of the project, for which she was project officer during her tenure at NOICC.

One of NOICC's major responsibilities is to help states provide career information for use in individual career decision making. For more than a decade, we have provided a forum for data producers and users to exchange information and explore ideas of mutual concern. Our role as a coordinator gives us a unique opportunity to identify key issues and developments and to call attention to them through our programs and publications.

NOICC occasional papers provide the NOICC/SOICC Network with another means of sharing information about important innovations, activities, and issues concerning the development, delivery, and use of occupational, career, and labor market information. We hope you will find these papers informative and useful.

Juliette N. Lester
Executive Director

The National Career Development Guidelines: Progress and Possibilities

Introduction

Mary Beth McCormac

Career development has become increasingly important because of changes in the economy, technology, demographics, and needs of employers and employees. In tomorrow's labor market, occupational and job changes will be the norm, not the exception. As Jane Goodman points out in the second paper in this monograph, a productive work force will require individuals who can manage their own careers and be responsible for upgrading their skills to keep pace with changes in their field. To do so, people will need career development skills.

Career development is a lifelong process through which individuals learn about themselves in relation to the world of work. In addition to self-knowledge, they gain skills for exploring occupational and educational opportunities, making decisions, and planning their careers. The process can begin as early as kindergarten and continue through all educational levels into adulthood. If all Americans are to benefit from this process, they will need access to comprehensive, systematic, and sequential career development programs throughout their lives.

To address this need, NOICC launched the National Career Development Guidelines project in 1986. It is a major collaborative effort that has developed national guidelines for strengthening and improving existing career guidance and counseling programs in state and local educational institutions, human service agencies, business, and community organizations.

Professional Leadership and Review

In his paper, Brooke Collison points to the combination of factors that have contributed to the success of the Guidelines. One of these is extensive collaboration. From the beginning, NOICC has worked to ensure widespread acceptance of the Guidelines. They are based on prior work by professional counseling organizations and state departments of education. Throughout their development, NOICC has invited broad participation and review.

The Guidelines initiative has been a collaborative effort of the leading professional career counseling and development organizations. A Project Leadership Team set policy direction for the project. It included representatives from the American Association for Counseling and Development, American School Counselor Association, American Vocational Association's Guidance Division, Association for Counselor Education and Supervision, National Career Development Association, the U.S. Department of Education's Office of Vocational and Adult Education, and NOICC.

A Project Review and Implementation Planning Group coordinated state and local reviews and provided direction for implementing the Guidelines at the state and local levels. It included professionals and administrators from state agencies, universities, community colleges, local schools, and the National Alliance of Business.

A third group, the Expert Review Panel, was composed of a nationally recognized panel of experts in career development, guidance, and counseling. These individuals provided conceptual overview and reviewed draft materials.

To ensure that the Guidelines would be conceptually sound, comprehensive, and useful, the project used professional advice and review combined with field-based experience. More than 150 individuals served in an evaluative capacity during their development. The Guidelines have been formally endorsed by the:

American Association for Counseling and Development
American School Counselor Association
American Vocational Association's Guidance Division
Association of Computer-Based Systems for Career Information
Council of Chief State School Officers
National Association of State Career Development/Guidance Supervisors
National Association of State Occupational Information Coordinating Committees
National Career Development Association

Implementation Process and Products

The Guidelines were field tested initially in four states — California, Mississippi, North Dakota, and Pennsylvania — beginning in 1987. Further testing was conducted in six states — Iowa, Missouri, New Jersey, Oklahoma, Washington, and Wisconsin — beginning in 1988. Juliet Miller reports on lessons from some of the original pilot sites in the following paper.

Suggestions from sites in these states were incorporated into the final version of the five *National Career Development Guidelines: Local Handbooks* and *Trainer's Manual*. Subsequently a *State Handbook* and a video entitled *Focus For Action* were developed. Both provide additional resources to support Guidelines implementation. All of these

products are available from the Northwest Regional Educational Laboratory (see Appendix A).

After the initial field test, NOICC began providing funds on a competitive basis for states to pilot the implementation of the Guidelines. The major objectives of these grants are to support the development, dissemination, and implementation of state-level standards for comprehensive career guidance and counseling programs and to promote the adoption of these standards by governing bodies such as state legislatures and state boards of education.

States that have received NOICC funds to implement the Guidelines are shown in Figure 1.

Figure 1
Implementation Grants to SOICCs

1987	*1988*	*1989*	*1990*
California	Iowa	Alaska	Connecticut
Mississippi	Missouri	Colorado	Michigan
North Dakota	New Jersey	Florida	Nebraska
Pennsylvania	Oklahoma	Idaho	New Hampshire
	Washington	Kansas	Utah
	Wisconsin	Minnesota	Virginia
		New Mexico	West Virginia
		North Carolina	
		Oregon	
		South Carolina	

Additionally several other states are implementing the Guidelines using local, state, and other federal funds.

Based on experiences reported in the *State Handbook*, the process at the state level involves several steps. They include: forming and using committees, involving stakeholders, ensuring compatibility with other standards, setting standards, obtaining endorsements, disseminating standards, implementing them, and evaluating the results.

Another objective of the implementation grants is to encourage local programs to pilot the use of the National Guidelines and state standards at the local level. A series of five handbooks present the Guidelines for local programs in elementary schools, middle/junior high schools, high schools, postsecondary institutions, and community and business organizations. Under the grants, states could elect to pilot the Guidelines

in one or more of these program settings. Many states have obtained other funds to establish additional pilot sites.

The *Local Handbooks* present three sets of Guidelines:

1) A comprehensive set of student competencies and indicators is recommended and organized into three broad areas: self-knowledge, educational and occupational exploration, and career planning (displayed in Appendix A).

2) An organizational capabilities section provides statements of the commitments, structure, and support required for effective career guidance and counseling programs.

3) The personnel requirements section describes the roles of various staff members and identifies competencies needed by counselors and other staff for effective program delivery.

In addition, these handbooks describe a process for using the Guidelines to establish career guidance and counseling standards and improve existing programs. The process encourages flexibility in setting standards, builds upon existing program strengths, stimulates coordination within institutions, and enhances cooperation with other organizations. The length of the process varies among organizations, but to establish a fully revised career guidance and counseling program requires a commitment of at least two years. As a rule, the planning phase takes about six months, while committees are formed, needs are assessed, and program standards are established. Another six months or so are needed to develop a program. The existing career guidance and counseling program is reviewed, program plans revised, an evaluation designed, and staff development needs identified. A second year or longer is required to implement the program, conduct staff development, evaluate the results, and make necessary improvements.

Training Initiatives

The National Guidelines Cadre of Trainers provides technical assistance and training for state and local staff. It includes 18 expert career development professionals who applied for membership and had the specified credentials. All members of the Cadre have many years of experience with innovative career development and in-depth knowledge of the Guidelines. They provide services to local sites and states who request consultation on various issues concerned with implementing the Guidelines. For example, the members of the Cadre:

- conduct awareness sessions;
- train local site teams;
- provide technical assistance to local site teams;

- present the Guidelines materials in preservice and inservice programs; and
- assist states in developing statewide implementation plans.

Their support helps to assure efficient and effective implementation of the Guidelines.

NOICC has initiated other efforts to expand awareness of the Guidelines and provide training in their use. For example, last year NOICC and the Office of Vocational and Adult Education co-sponsored a workshop for state teams as a pre-session of the National Career Development Association Conference. In 1990, NOICC supported two interactive distance-learning workshops that beamed career development training by satellite to elementary and secondary school staff in 26 states.

Content of this Report

This monograph reports on the progress made in implementing the Guidelines and explores some of the possibilities for their future use. The introduction summarizes activities at the national level and provides an overview of the project. Dr. Miller's paper reviews the current status, benefits, and recommendations from four of the original field test sites. Dr. Goodman speaks to the still unmet need for comprehensive adult career development programs. Finally, Dr. Collison looks at the Guidelines within the broader context of educational reform and stresses the need for steps to ensure continued success of this initiative. Appendix A displays the Guidelines career development competencies by area and level. It also lists the Guidelines materials and how to order them.

Lessons from the Local Pilot Sites

Juliet V. Miller

Introduction

A major purpose of the National Career Development Guidelines is to support the review and improvement of local programs. Since 1987, several state and local sites have used the Guidelines. This paper summarizes the experiences of four local program pilot sites that have used the Guidelines to improve their program. It also draws recommendations for other programs that are planning to use the Guidelines.

Local Pilot Sites

The use of local pilot sites has been one component of NOICC's strategy for developing and disseminating the National Career Development Guidelines. In 1987, four grants were given to states to support the pilot use of the Guidelines by local programs. Local sites included: North Dakota (elementary), Pennsylvania (middle school and high school), Mississippi (high school and postsecondary), and California (postsecondary). In addition, Iowa initiated pilots at all levels in 1987 without NOICC funding. Since that time, other local sites have been initiated in conjunction with NOICC state dissemination grants to more than 20 states.

The pilot sites were involved in the following activities:

- Training steering committee members in the use of the National Career Development Guidelines materials
- Conducting a two-year pilot of the Guidelines using the proposed implementation process
- Expanding the use of the Guidelines to include other educational levels
- Conducting statewide activities to disseminate the Guidelines
- Providing recommendations to NOICC for revisions of the Guidelines materials

The interest and commitment shown by administrators, staff, and students in these sites were deeply appreciated. Several benefits have already been derived from their contribution, including improved materials, expanded state and national dissemination activities, and stronger local programs.

Implementation Review Visits

During May and June, 1990, Juliet V. Miller, Lead Consultant on the National Career Development Guidelines project, visited four of the local pilot sites, including:

Grand Forks (North Dakota) Public Schools, Ms. Sharon Gates, Coordinator

- Lincoln Elementary School
- Lewis and Clark Elementary School

Waynesboro (Pennsylvania) Public Schools, Dr. Tom Rocks, Coordinator

- Waynesboro High School
- Waynesboro Middle School
- Hooverville Elementary School
- Mowrey Elementary School

New Albany (Mississippi) Public Schools, Ms. Collette Cross, Coordinator, and Southeast Mississippi Community College, Ms. Sarah Rhodes, Coordinator

- New Albany High School
- New Albany Middle School
- Southeast Mississippi Community College

Eastern Iowa Community College District, Dr. Lois Weihe, Coordinator

- Scott Community College

The purpose of these reviews was to explore the following questions:

What progress have you made toward developing and implementing a comprehensive career guidance and counseling program? How does your current program compare to your program prior to using the National Career Development Guidelines materials?

How has your program improved in terms of its coverage of career development competencies, the extent to which it is comprehensive and systematic, and the extent to which various groups derive increased benefits?

What activities at the state and local levels were helpful during the implementation process?

What recommendations would you make to staff in other programs as they begin to use the Guidelines?

During the site visits, interviews were held with the program coordinator, members of the steering committee, members of the advisory committee, administrators, counselors, and teachers or faculty members. In addition, classroom visits were arranged to observe specific program activities. Physical facilities, materials, and equipment were examined. A structured interview schedule was used and additional materials, such as needs assessment reports, program plans, and curriculum guides, were collected.

Organization of this Paper

This paper reports observations from the four implementation reviews and makes recommendations for staff in other sites that are starting to implement the Guidelines.

The paper is organized into the following sections:

Introduction — An overview of model sites and implementation review study

Level of Implementation — A description of changes in coverage of student outcomes and programs of the pilot sites. Also, a description of the benefits of using the Guidelines for various groups, including administrators, counselors, teachers or faculty, parents, and employers

Implementation Process — A description of specific local implementation activities, state-level activities, and additional local site needs

Recommendations — Specific suggestions that the staff in the pilot sites made to others who plan to use the Guidelines

Level of Implementation

The first area examined during the review was the level of implementation or the extent to which the pilot sites had been able to review and expand their programs to be more comprehensive and competency-based. Specifically, the review examined the following:

Coverage of Student Outcomes — The extent to which the program addresses a broad range of career development competencies

Program Changes — The extent to which the program is fully developed and described in a comprehensive program plan

Student Outcomes

The National Career Development Guidelines include student outcomes that are based on 12 broad career development competencies. During the review, information was collected on the levels of pre-post coverage on each of the 12 competencies.

During the interviews, the program coordinators were asked to rate the extent to which students received assistance in achieving each of the 12 competencies both before and after using the Guidelines.

A 3-point scale was used with a rating of 3 indicating that *all or most students*, 2 indicating that *some students*, and 1 indicating that *few or no students* received help with the competency.

Table 1 summarizes the means across the four sites on pre-project ratings, post-project ratings, and pre-post change for each of the 12 career development competencies.

Findings —

The highest changes were for competencies 3 (nature of growth and change), 4 (benefits of education and training), 5 (relationship between education and work), 6 (career information skills), 7 (job seeking, obtaining, maintaining, and changing skills), 8 (relationship of work and societal needs and functions), 11 (changes in male and female roles), and 12 (career planning skills).

Prior to program improvement activities, competencies 1 (self-concept), 2 (interpersonal skills), and 9 (learning to make decisions) were covered more extensively than the other competencies. Therefore these showed limited change after program improvement.

The competencies are grouped into three areas. Of these areas, educational and occupational exploration showed the greatest pre-post increase, career planning the next greatest, and self-knowledge the least.

In general, the sites indicated that use of the Guidelines promoted the coverage of more career development competencies.

After using the Guidelines for program improvement, sites reported a positive change for all competencies. Pre-ratings indicate that before program improvement most of the competencies were delivered to *some* or to *few or no* students. After program improvement, most of the competencies were delivered to *all or most* students.

Table 1

Summary of Ratings on Coverage of Student Competencies

	Means Across Four Sites		
	Pre	*Post*	*Change*
1. Self-concept	2.00	3.00	1.00
2. Interpersonal skills	2.00	2.50	0.50
3. Nature of growth and change	1.25	2.75	1.50
4. Benefits of education and training	1.50	3.00	1.50
5. Relationship between education and work	1.25	3.00	1.75
6. Career information skills	1.50	2.75	1.25
7. Job seeking, obtaining, maintaining and changing skills	1.25	2.75	1.50
8. Relationship of work and societal needs and functions	1.00	2.50	1.50
9. Learn decision making	2.25	3.00	0.75
10. Interrelationship of life roles	1.50	2.50	1.00
11. Changes in male and female roles	1.50	2.75	1.25
12. Career planning skills	1.50	3.00	1.50

Note: Program coordinators were asked to rate the extent to which students received help in achieving each of these competencies before and after the Guidelines were used. On a 3-point scale, 3 indicates *all or most students*; 2 indicates *some students*; and 1, *few or no students* received help with the competency.

Program Changes

The National Career Development Guidelines materials suggest that a comprehensive program plan should be developed to ensure delivery of career development competencies to all program participants. It is recommended that several program features (student outcomes, program plan, program leadership, staffing, facilities, budget, and management) be included in the program plan.

During the review, information was collected on the extent to which 24 specific program features were present both before and after the project. Each feature was rated on a 3-point scale on which a rating of 3 was *yes, adequate;* 2 was *somewhat, needs improvement;* and 1 was *no, limited.*

Table 2 summarizes the means across the four sites on pre-project ratings, post-project ratings, and pre-post change for each of the 24 program features.

Findings —

Student Outcomes. Program improvement activities resulted in high change in the extent to which programs specified intended student outcomes. After using the Guidelines, programs were more apt to have stated career development competencies and indicators, and to have developed standards specifying expected level of achievement of the indicators. Some, but less, progress was made in developing measures for these outcomes.

Program Plan. After using the Guidelines, programs were more apt to have comprehensive career guidance and counseling program plans. These plans included a scope and sequence for the delivery of career development competencies and indicators, a description of program activities, and a schedule for program delivery.

Program Leadership. Most of the sites had clear program leadership before the project. However, after use of the Guidelines, a project coordinator was more likely to be designated, to have clearer areas of responsibilities, and to be more highly recognized by others. A persistent problem that showed little improvement was providing sufficient time to the coordinator for career guidance and counseling program management.

Staffing. Providing adequate staffing for career guidance and counseling programs seemed to be a problem for most sites prior to the project. Use of the Guidelines seems to help clarify staff roles and to strengthen staff expertise in career development. But it had only limited effect on ensuring adequate numbers of staff or time for staff to deliver career guidance and counseling.

Facilities. The pilot site grants included money for career guidance materials and equipment. Thus it is not surprising that the pilot sites rated program adequacy highest in the availability of adequate space, facilities, materials, and supplies. Staff in various sites spent considerable effort on updating and expanding program resources.

Table 2

Summary of Ratings on Program Features

	Means Across Four Sites		
	Pre	*Post*	*Change*
Student Outcomes			
1. Stated competencies	1.00	2.75	1.75
2. Standards for achievement	1.00	2.75	1.75
3. Assessment measures	1.00	2.00	1.00
Program Plan			
4. Scope & sequence for outcomes	1.00	3.00	2.00
5. Written program plan	1.00	2.50	1.50
6. Schedule for program delivery	1.00	2.50	1.50
Program Leadership			
7. Designated coordinator	2.00	3.00	1.00
8. Has clear responsibility	2.00	3.00	1.00
9. Others know who coordinator is	2.25	3.00	0.75
10. Coordinator has time to lead	1.75	2.00	0.25
Staffing			
11. Adequate staffing	1.75	2.50	0.75
12. Staff know responsibilities	1.75	3.00	1.25
13. Staff have time	1.75	2.25	0.50
14. Staff have expertise	1.25	3.00	1.75
Facilities			
15. Adequate space	2.00	3.00	1.00
16. Adequate facilities	2.00	3.00	1.00
17. Adequate materials	1.75	3.00	1.25
18. Adequate supplies	1.75	3.00	1.25
Budget			
19. Adequate budget	1.75	2.25	0.50
Management			
20. Coordinated with other programs	1.25	2.75	1.50
21. Periodic evaluation	1.25	2.00	0.75
22. Effective public relations	1.25	2.75	1.50
23. Responsive staff development	1.50	3.00	1.50
24. Articulated with other levels	1.50	3.00	1.50

Note: The extent to which each feature was present before and after using the Guidelines was rated on a 3-point scale. A rating of 3 was *yes, adequate*; 2, *somewhat, needs improvement*; and 1, *no, limited.*

Budget. Funding for program is a persistent need. This lack of funding primarily affects the level of staffing. After using the Guidelines, most sites continued to see a need for improvement in this area. A major problem is that limited institutional resources preclude replacing staff who have retired or been reassigned.

Management. Use of the Guidelines strengthened most areas of management. Improvement included greater coordination with other programs, more effective public relations, more responsive staff development, and improved articulation with other educational levels. Use of periodic evaluation moved from the *no, limited* category to *somewhat, needs improvement*. A partial explanation for this is that the revised programs were still being implemented at the time of the review. However, that rating also reflects a continuing need for assistance in designing and managing evaluation.

Additional Benefits

In addition to strengthening student outcomes, comprehensive, competency-based career guidance and counseling programs can have benefits for administrators, counselors, teachers or faculty members, parents, and employers.

Program coordinators were asked to rate the extent to which 25 specific benefits have resulted from their work with the National Career Development Guidelines. This list of benefits was adapted from the Missouri Comprehensive Guidance Model. Each was rated on the following scale: 4, *very much*; 3, *much*; 2, *some*; and 1, *little*. Means across the four sites were computed, with means of 3.50 - 4.00 considered *very much*, 3.00 - 3.40 *much*, and below 3.00 *some*. Table 3 summarizes the rating of benefits.

In addition, interviews with administrators, counselors, and teachers or faculty members provided further discussion about these and other benefits.

Findings —

Administrators. As shown in Table 3, five items were used to describe possible benefits of comprehensive career guidance and counseling programs for administrators. The three highest ratings were for better understanding of (1) the benefits of career guidance programs, (2) the student outcomes that resulted from our program, and (3) how career guidance is related to and supports current educational priorities.

Other areas that showed high benefit were (5) increased ability to communicate about the program to other groups and (4) more willingness to fund career guidance programs. During discussions with administrators, they described the following benefits of using the National Career Development Guidelines:

> Gives staff a sense of ownership of program.
>
> Supports district-wide curriculum requirements in other areas.

Table 3

Summary of Ratings on Benefits of Improved Programs

Average Rating	*Group and Items*
For Administrators:	
3.50	1. Better understand the benefits of career guidance programs.
3.50	2. Better understand the student outcomes that result from our program.
3.50	3. Better understand how career guidance is related to and supports current educational priorities.
2.50	4. More willing to fund career guidance programs.
3.00	5. Better able to communicate about program to other groups.
For Counselors:	
3.50	6. More clearly defined role and functions.
NA	7. Eliminated non-guidance functions.
3.00	8. Contact with greater number of students.
3.00	9. Contacts with students are more apt to focus on developmental rather than crisis needs.
3.75	10. Clearer understanding of the program goals.
3.00	11. More involved in teaming with other staff.
3.00	12. Updated their skills in career area.
NA	13. Increased communication with other counselors.
2.75	14. More likely to act as a resource person to teachers and others.
For Teachers:	
3.25	15. More clear about relevance of their curriculum areas for occupational areas.
2.75	16. Increased communication with counselors.
3.00	17. Better able to incorporate career concepts in their curriculum and instruction.
3.75	18. Better able to relate career concepts to other programs, e.g., at risk, drug-free schools.
For Parents:	
3.50	19. More involved in their children's career planning activities.
3.00	20. More aware of career and educational planning resources.
3.00	21. Better understand the nature of the career development process.
3.00	22. More involved in the career guidance program, e.g. mentors, work site visits, class presentations.
For Employers:	
3.50	23. Increased collaboration between employers and the career guidance program.
3.50	24. Increased opportunity to communicate worker qualifications and employer needs to the school.
3.00	25. Increased opportunities for business and education partnerships.

Note: The extent to which each benefit had resulted from working with the Guidelines was rated on a 4-point scale. A rating of 4 was *very much*; 3, *much*; 2, *some*; and 1, *little*. Means across the four sites were computed, with means of 3.50–4.00 considered *very much*; 3.00–3.40, *much*; and below 3, *some*.

Reinforces other district emphases, including use of educational technology, cooperative learning, teaching thinking skills, and business-education partnerships.

Responsive to our vision of the future need — changing demographics, changing workplace, need to demonstrate program effectiveness, increased multicultural enrollments, transition services for handicapped, and 2+2 articulation for vocational education.

Helps students understand and enroll in new programs at postsecondary level, for example hazardous waste management.

Encourages postsecondary students to clarify goals, thus promoting retention.

Counselors. Nine items were used to describe possible benefits of comprehensive career guidance and counseling programs for counselors.

The two highest ratings were for (6) more clearly defined role and functions and (10) clearer understanding of the program goals.

Other areas that showed high benefit included (8) contact with greater number of students, (9) contact with students being more apt to focus on developmental rather than crisis needs, (11) more involvement in teaming with other staff, (12) updated skills in career area, and (14) more likely to act as a resource person to teachers and others.

Two of the items were rated not applicable because they reflected benefits that were present prior to using the Guidelines. These included eliminating non-guidance functions and increasing communication with other counselors.

During discussions with counselors, they described the following benefits of improved programs:

Improves articulation between high school and community college — joint staff training, individual student career plans are sent from the high school to the community college.

Helps all counselors clarify current activities and link them to intended student outcomes.

Fulfills other requirements such as state-level requirement for planned courses and need to demonstrate program effectiveness.

Increases amount of counselor and faculty teaming.

Legitimizes "help seeking" student behavior that transfers to other areas of need, such as substance abuse problems.

Helps us develop a comprehensive sequence of program activities at the postsecondary level, including credit courses for career and educational planning and work with faculty to infuse career concepts.

Broadens our perspective, helps clarify and define our program goals.

Teachers and Faculty Members. Four items were used to describe possible benefits of comprehensive career guidance and counseling programs for teachers or faculty members.

The highest rated benefit was (18) increased ability to relate career concepts to other programs, such as at-risk or drug-free schools programs.

Other benefits that received high ratings included (15) greater clarity about relevance of their curriculum areas for occupational areas, (16) increased communication with counselors, and (17) more ability to incorporate career concepts in their curriculum and instruction.

During discussions with teachers, they described the following benefits of using the National Career Development Guidelines:

Supports new curriculum emphases such as cooperative learning, inductive learning, peer teams, tutoring, and teacher/advisor programs.

Promotes cross-age programs, for example sixth grade students working with second grade students.

Reinforces the idea that school is your job — helps me relate subject matter to the future — makes reasons for learning explicit.

Competencies provide a filter that reminds me to draw relevance of curriculum for students' future roles.

Affirms what I am already doing — making curriculum relevant, drawing relationships to future uses of learning.

Gives structure and intended outcomes to what we are already doing.

Parallels other special education emphases, such as daily living skills and transition planning.

Helps students deal with stress over career-related activities such as state board exams for nurses.

Helps students clarify and reassess career goals and college majors, thus increasing retention.

Improves our responsiveness to the career planning needs of adult learners in postsecondary institutions.

Parents. Parents are another group that benefit from improved career guidance and counseling programs. Since parents continue to be a major influence on their child's career development, it is important to find ways of helping them be involved.

As shown in Table 3, four items were used to describe possible benefits of comprehensive career guidance and counseling programs for parents.

The highest rating was for more involvement in their children's career planning activities.

Others that received high ratings were more awareness of career and educational planning resources, better understanding of the nature of the career development process, and more involvement in the career guidance program, e.g. as mentors or through work site visits or class presentations.

Employers. Employers are a final group who benefit from improved career guidance and counseling programs. The National Career Development Guidelines recommend that employers be represented on the advisory committee.

Three items were used to describe possible benefits of comprehensive career guidance and counseling programs for employers.

The highest ratings were given to increased collaboration between employers and the career guidance program and increased opportunity to communicate worker qualifications and employer needs to the school. A final benefit was increased opportunities for business and education partnerships.

Implementation Process

The review of the local pilot sites also clarified the nature of the implementation process. Three major areas were examined:

Implementation Activities — The extent to which the local sites completed the 15 specific implementation activities recommended in the National Career

Development Guidelines materials and the extent to which they found them useful

State-Level Activities — A description of the ways in which state department staff supported the pilot sites and of the problems encountered

Additional Needs — A list of additional needs that the staff of the pilot sites see as necessary to continue the implementation and evaluation process

Implementation Activities

The National Career Development Guidelines materials recommended an implementation process for using the Guidelines to improve existing programs. During the review, information was collected on 15 specific implementation activities including whether each had been completed and how useful each was. Usefulness was rated on a 4-point scale on which a rating of 4 was *very useful*; 3, *quite useful;* 2, *a little useful;* and 1, *not useful.*

Table 4 summarizes the information on recommended implementation activities. It includes the number of sites that completed each activity and the mean rating for usefulness of each activity across all four sites.

Findings —

At the time of the review, all of the sites were using the recommended implementation activities. During the intensive two-year pilot, most of these steps were completed. An exception is that the sites were still working on evaluation.

The sites found all of the implementation activities to be very useful. Comments from program coordinators and steering committee members indicated that the activities were clear and easy to follow, were necessary to program improvement, and helped to provide clear structure and direction to the program.

The sites were still involved in designing, conducting, and using an evaluation at the time of the review. One site had completed the evaluation design and three were in process. All four sites were still working on conducting and using an evaluation. While some sites were successful in designing specific outcome measures, others found that staff needed additional training in this area. A longer period of time than the two-year minimum seems to be needed to ensure full implementation and evaluation of a comprehensive program.

Table 4

Summary of Ratings on Completion and Usefulness of Recommended Implementation Activities

Implementation Activity	*No. Sites Completed*	*Mean for Usefulness*
1. Select and use a steering committee.	4	4.00
2. Select and use an advisory committee.	4	3.00
3. Conduct a needs assessment.	4	3.75
4. Select competencies and indicators and develop standards.	4	3.50
5. Develop a sequence for delivery of standards.	4	4.00
6. Obtain endorsement of standards.	4	3.50
7. Review the current program against the selected standards.	4	3.75
8. Set program improvement priorities.	4	4.00
9. Adapt and/or design new program activities.	4	4.00
10. Develop a written program plan.	4	4.00
11. Identify staff development needs.	4	3.25
12. Conduct staff development.	4	3.50
13. Design both process and product evaluation.	1 completed 3 in process	3.50
14. Monitor program implementation.	4	3.50
15. Conduct and use evaluation for program improvement.	4 in process	NA

Note: Information was gathered on whether each activity had been completed and how useful it was. Usefulness was rated on a 4-point scale on which a rating of 4 was *very useful*; 3, *quite useful*; 2, *a little useful*; and 1, *not useful*. Means on ratings for usefulness were computed across all four sites.

State-Level Activities

The local pilot sites found state-level support an essential ingredient in sustaining the motivation for implementing the Guidelines. Several types of state-level support were identified, including staffing, funding, training, setting expectations, follow-through, and clarifying linkages with other priorities.

Findings —

Staffing. It was important for state-level staff to be available to local staff on an ongoing basis. It was most supportive when state staff acted as colleagues who participated jointly in training and communicated frequently. One state effectively used counselor educators to supplement staff. A major concern was voiced by states where staff turnover at the state level resulted in a lack of continuity of support.

Funding. The pilot sites expressed a need for continued funding to update materials and pay staff for developmental activities. Also, funding is needed to allow experienced staff from the local pilot sites to assist in statewide dissemination activities.

Training. A major function of state-level staff was to provide training. Local sites found it most helpful if state staff or experienced staff from other local sites provided very concrete training in specific skill areas, such as program development and evaluation design. Initially it was helpful for state staff to participate actively in training with the local pilot staff to build cohesiveness between the state and local staff members.

Expectations. Having state staff set goals and expectations for local pilots seems to support interest and momentum. These expectations may be expressed as state-level guidelines or legislation and specific goals for local sites.

Follow-through. It is easy for the local pilot sites to "die on the vine". Continuing follow-through and nurturing of local sites by state department staff seem to be a key to successful implementation. Some specific strategies included frequent phone calls and visits, use of technical assistance teams from counselor education institutions, and consortia arrangements to encourage cooperation among small schools.

Linkages to State-Level Priorities. It is clear that state staff have many pressures and need to be responsive to new federal and state initiatives. For example, during the pilot, federal and state drug-free schools legislation created a high demand on state staff time. A successful strategy was to clarify the relationship between career development and other priorities.

Additional Local Site Needs

While staff at the local pilot sites were pleased with the progress they had made toward institutionalizing comprehensive career guidance and counseling programs, they did describe additional needs that still must be addressed. These include funding, staffing, materials, improved evaluation, and effective public relations and dissemination.

Funding. The most important funding needs are to maintain or increase staffing, to support time for program and evaluation design, and to continue to update program materials.

Staffing. Many institutions are facing overall institutional budget declines. Often this means that staff who leave or are promoted are not replaced. This results in a lack of program leadership and inadequate staffing. Another need is to provide ongoing staff training in response to staff turnover. Strategies include continuing inservice education and teaming new and experienced staff members.

Materials. Specific materials needs include the need for continuous updating of career information and other program materials and the need to identify specific examples of program activities for use in program revisions.

Improved Evaluation. Several sites were successful in designing evaluation measures for their career development standards. However, staff in several sites felt it was too much to evaluate each standard. They recommended assessing only at the end of each program segment on selected critical standards.

Dissemination and Public Relations. Effective public relations and awareness sessions are needed to guarantee continuing staff and faculty interest. Also, institution-wide dissemination is needed across all levels, programs, and buildings. Sites are using grade-level committees and cross-school committees to support dissemination.

Recommendations from the Pilot Sites to Other Local Sites

A final focus of the review was on recommendations from local pilot site staff to other local sites that are starting to use the National Career Development Guidelines to improve their program. The site coordinators and steering committee members provided many specific suggestions based on their experiences.

Provide leadership. The coordinator must be there to handle organizational contacts and to secure and manage resources.

Develop a cohesive steering committee. Make the steering committee the working committee; do not use subcommittees; involve as many staff as possible in development to build commitment; participate in training as a team to build cohesion.

Make a quick start. Have the steering committee intact as early as possible; study the National Career Development Guidelines materials carefully prior to initial steering committee training; select your model or general program approach early.

Give a sense of ownership. Involve as many staff as early as possible; relate to other priorities.

Make participation voluntary. Use voluntary training; try to have at least one staff member per grade level or program area; allow differential staffing.

Set clear and reasonable expectations. Develop a broad but reasonable vision; set goals early; implement gradually on a reasonable time schedule; design program within existing budget.

Make payoffs clear. Stress the benefits, such as increased support for program; remind staff that planning will make it easier to deliver the program in future.

Provide practical training. Key training needs are program design, curriculum development, and evaluation design; have local staff from other programs provide training; arrange for staff to be mentors to each other.

Be sure staff have a common understanding of career development. Strive for this through training and awareness activities; frequently check administrator's understanding.

Use existing ideas as much as possible. Examine current programs, curricula, and textbooks for match to career development competencies; review commercial materials; search national databases for program ideas; provide basic reference lists and tools; build from historic stream — what others have done in the past.

Give staff time to develop program. Use time during the summer; provide released time during school year; pay staff at the same rate that they would receive for tutoring; have teachers and counselors pilot all curriculum and other program activities before including in program plan.

Find effective ways to document program. Use graduate students; give coordinator released time; find staff who enjoy program development for each level and/or program area and give them leadership; small schools may want to form a consortium and share program activities and curriculum.

Keep momentum going. Have monthly sharing sessions with staff to discuss how the program is going, demonstrate activities, and share sample activities.

Plan for dissemination and expansion. Continue activities to sell to counselors and teachers who have not been involved; involve power brokers; use friends to spread the word; talk with people who are resistant — invite some to be on the advisory committee.

Remember to provide follow-through. Reinforcement is crucial at building and district level; state-level staff have key role.

Summary

This paper has presented the findings of the review of four local pilot sites that implemented the National Career Development Guidelines. Results of the review indicate that use of the Guidelines results in more comprehensive coverage of student career development competencies, more systematic and comprehensive programs, and specific benefits to administrators, counselors, teachers or faculty, parents, and administrators.

Program staff in the pilot sites felt that the Guidelines provided clear and useful suggestions for improving their programs. They also made many helpful recommendations for staff in sites that are starting to use the Guidelines.

Persistent needs that were identified during the review are the need to strengthen evaluation, to document programs more thoroughly, to address the problem of staff turnover, to set reasonable goals in light of straight-line or reduced budgets, and to sustain interest in career development as new educational priorities emerge.

As a result of using the Guidelines, staff said that they have a clear program plan that has generated increased staff interest and commitment. Continued success will require gradual progress toward full implementation of the program and ongoing interest and support from key actors at the national, state, and local levels.

Career Development for Adults in Organizations and in the Community

Jane Goodman

The Way We Were

My charge in this paper is to discuss the use of the National Career Development Guidelines for adults in business and the community. Use of the Guidelines assumes a sequential, planned, competency-based career development program. This kind of program does not offer an array of services, cafeteria style. Nor does it concentrate on a single or small number of services. Few adults receive assistance of this or any kind in career planning. Many never have received such assistance. The high school counselor's role as career development specialist is a relatively recent phenomenon — indeed it is not the norm even today. Postsecondary institutions have often provided academic advising and even offered placement assistance, but career counseling again has not been the norm.

The Adult Perspective

The vast majority of today's adults came of age in a time when jobs were plentiful and the expectation of working for personal satisfaction was less common. Adults also are confronted with an aging society, a global economy, and unprecedented cultural diversity. Add to this an increasingly technological workplace, where a strong back and willingness to work are no longer adequate tickets of admission, and you have a crisis in the making. Descriptions of the Chinese pictograph for crisis as a "threatening opportunity" have become a modern cliché. Nevertheless, this crisis does provide an opportunity for adults to take charge of their careers in a new way. More about this later.

A 1989 Gallup survey, conducted for the National Career Development Association and NOICC, revealed that less than half of today's adults "made a conscious choice and followed a definite plan in getting started in their present job". Most counselors can provide anecdotal evidence that supports this finding. We hear stories frequently that sound like this:

> *My father worked for Ford, my uncles worked for Ford. I just assumed I would work there too. So, when I finished high school, that's where I went.*
>
> *My mother said being a teacher was a good job for a woman. I liked kids. So I became a teacher.*

I dropped out of high school, and I worked at a store for a while, then my friend said they were hiring at this other store and paying 25 cents more an hour so I went there. Then they closed so I got a job at a restaurant and then I got this job for this window washing company, but they're laying me off.

Not only have most adults had no assistance with career planning, they often do not know that help exists. Those who know about it may think that using it is a sign of weakness or childishness. The John Wayne mentality still rides. When adults do seek assistance, it is usually crisis focused. They will seek help, perhaps, when laid off; but they rarely plan for that eventuality.

The Service Provider Perspective

Market Driven

Service providers often collude with the public in this crisis orientation. Comprehensive or competency-based programs are rare. Why? Most programs for adults are market driven. In other words, the tune being piped depends on who is paying the piper. What is offered depends on what someone is willing to pay for.

The Public Sector. In the public, or non-profit, sector, it is a truism that programs follow funding. If a government agency at the federal, state, or community level sees a need for a particular program, the Request for Proposal (RFP) process ensures that someone will offer that program. Foundations may be open to ideas proposed by an agency or organization, but generally have specified areas in which they consider funding.

Both of these funding sources tend to operate out what has been called the medical model. Although modern medicine advocates prevention, the medical *model* tends to focus on diagnosing and curing diseases. The Guidelines, or competency-based programs in general, follow what is usually called the educational model. It tends to focus on sequential learning activities. The "medical" approach generally means that a short term need, e.g. to find a job, may be addressed; but the long term need, e.g. to design and follow a career and education development plan, may be ignored.

The Private Sector. Profit-making organizations experience a similarly reactive phenomenon. If companies or organizations are paying for a career development program, their objective is usually a more productive work force. They want to achieve goals, such as reducing turnover, that positively and rather directly affect their bottom line. Their programs have tended to encourage employees to consider their next steps for occupational advancement or to pursue education or training for job maintenance or advancement. They rarely include the components of what we would call *career* planning — a long term, person-centered approach.

The private sector often "out-sources" its career planning to counselors in private practice or for-profit agencies. Again, these services are based on what organizations will pay for. And most will pay for what meets an immediate need — not for long term planning.

Problem Focused

Market driven programs tend to focus on problems. Programs are developed for identified groups, e.g., displaced homemakers, dislocated aerospace workers, or high school dropouts. The programs' goals are usually to see the members of the group through their current crisis. Individuals seek help in specific areas, such as resumé writing, changing jobs, or deciding which school program offers the best "guarantee" of future employment.

New Thinking about Needs

The Professional Perspective

Professionals have been writing and talking for a long time about adults' needs for systematic career planning, e.g. *Work in America* (1973), *The Three Boxes of Life* (1978). Except for a few model programs here and there, the advice — as is usual with advice — has been largely ignored. There are signs, however, that this may be changing. The Guidelines themselves are one. Another is the increasing understanding among organizations that a productive work force will depend on individuals who are in control of their own careers and who may not necessarily stay with a particular employer as they exercise that control. *Workplace Basics* (1988), an American Society for Training and Development study, summarizes some of the new thinking about adult career development needs. Among the skills employers want, it lists such basics as "Learning to Learn" and the "3 R's", as well as the career development skills of self-esteem, goal setting-motivation, and personal and career development (p. 9). It also includes the "higher level" skills of organizational effectiveness and leadership.

Since our focus is on career development from the counseling perspective, let us examine skill 5 (self-esteem, goal setting-motivation, and personal and career development). Why are these skills increasing in importance? Let me quote from *Workplace Basics*.

> To be effective in their organizations, employees must understand how their own personal goals and objectives fit into the organization's culture and strategic goals. With this understanding, employees can influence the organization to use and develop their skills in a mutually productive way.

> To advance in a single evolving institution, industry, or occupation, employees must be capable of taking charge of their own working lives. As economic and technological changes occur, the new, more flexible institution will continue to modify and rebuild itself. In turn, individuals will have to adopt skills for new roles within the changing institution. *But as it constantly changes form, appearing and disappearing with economic circumstances, the commitment between individuals and specific institutions declines. With this new, more temporary institutional "format," employees must be more responsible for their own career development and job security. More dependent on skill development than any one employer for job security and career development, employees need personal management and career development skills* (p. 4, emphasis added).

In the past, frequent job changes were seen as a sign of an unstable employee. In the future, they may be seen as a sign of an autonomous, self-directed employee. Not so long ago, when employers invested several months in training a new employee, they expected the training to be useful as long as the employee stayed in that position. Thus employees who changed jobs frequently were a liability. In today's world, where the "half life" of knowledge may be as brief as two years in some industries, constant retraining is the norm, not the exception. A new employee who comes with updated training may well be *more* valuable than one who has stayed with the organization for many years. Not only do self-directed employees manage their lives more successfully, they are an asset to the organization.

The importance of training the current adult work force is stressed in *America's Choice: High Skills or Low Wages* (Magaziner & Tucker, 1990). This report was developed by the Commission on the Skills of the American Work Force, led by William Brock and Ray Marshall, labor secretaries under Presidents Ronald Reagan and Jimmy Carter. Its 34 members included leaders from business, unions, and education. Among other things, the report recommended: "A federal requirement that all United States firms devote at least one percent of payroll to skills training" and concluded that "Seventy percent of the work force will see their dreams slip away unless society invests far more in improving their skills in school and on the job." It is the hope of projects such as the National Career Development Guidelines that this skill training be directed toward meeting the career needs of the worker as well as the needs of society.

Special Populations

While all adults may be "at risk" of losing their dreams, many special populations have needs that should be singled out for discussion. Three groups that seem especially important will be mentioned here.

Older Adults

The work patterns of older adults are in a time of flux. The trend toward earlier and earlier retirement, supported by social security and pensions that allowed workers to leave unsatisfying jobs, seems to be reversing itself. This reversal is fueled by a number of sources. Inflation has eroded the buying power of many older adults living on fixed incomes. Improved health permits more older adults to work longer without discomfort. Work itself is becoming less physically demanding. The pool of new entrants to the work force, and in particular the pool of skilled entrants, is shrinking; employers who need the skills of older experienced workers are creating more flexible work situations (Beck, 1986). Furthermore, older adults themselves want to work, albeit at a reduced level of intensity. The majority of retired adults and those about to retire say that they wish to work at least part time during retirement (Morrison, 1986, p. 58).

This is a concern not only of today's older adults and their employers. The "baby boomers" are reaching mid-life. Some are beginning to think about retirement. Others are striving toward higher levels of responsibility in their organizations. Although some down-sizing companies are still promoting early retirements, this trend is changing, as we have seen above, as companies need the expertise of their experienced employees.

These trends affect more than the white collar work force. Unions that have successfully bargained for early retirement opportunities (e.g. 30 and out!) may find these opportunities eroding in today's tighter marketplace. Supporting retirees for as many years as they worked may be becoming too costly for many organizations. Retirees' health care costs alone are skyrocketing. While employees still work, they contribute to these costs. Again, we see powerful forces toward keeping older workers in the work force. The need for ongoing career planning, not solely retirement planning, is clearly great for this often ignored group of Americans.

Youth Entering the Work Force

Another special population for whom career planning is essential is young people finishing school. These "new" adults often receive "one shot" assistance in choosing and finding their first job. Once they leave school, however, the assistance ceases. If we are to follow the recommendations of the Guidelines, lifelong access to and awareness of career planning expertise is essential.

Poorly Educated Adults

A third group I want to mention separately includes those adults who lack basic academic skills — the so-called three R's — and those who have not completed high school. Literacy training is offered by a variety of formal and informal programs, many of the latter staffed by volunteers. Arithmetic and basic computer skills are available from many profit and non-profit organizations — some connected with the school system, some not. Several of the large union-management education programs have

"tech prep" programs designed to bring their work force to the level required for further technological training. (These programs are discussed in more detail below.)

Most school systems have adult education programs for those who wish to earn a high school diploma or prepare for the GED examination. Because these classes are usually taught by part-time faculty and taken by part-time students, the latter rarely receive the same career development assistance as may be provided for traditional day students.

With all the strikes they have against them in the job market, poorly educated adults are very much in need of good, comprehensive career development assistance. As use of the Guidelines spreads throughout traditional educational systems, we hope that the adult education community and the informal systems will become aware of them and use them in their own planning. Legislation like the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 is encouraging provision of these services. The Guidelines are in place and ready for these providers to use as they take on this responsibility.

Initiatives That Address the Need

As we have discussed above, adults and professional service providers have a different perspective on needs and possible solutions. This state is somewhat like an unconsummated marriage. Both parties want something, but do not quite know how to get together to make it happen.

Company/Organization Career Development Programs

Succession Planning

Forward-thinking companies have long known that "People are our most important product". Many are putting that philosophy into action by helping their management employees with career planning. (Programs for hourly workers are discussed below under joint union-management programs.) The benefits to the company are clear: employees and supervisors can plan jointly for added responsibilities and eventual promotions to replace retiring managers. This approach moves toward the self-direction in career planning proposed by *Workplace Basics* rather than the "tap on the shoulder" approach often used. Employees are encouraged to look at their interests, values, and abilities rather than to focus narrowly on opportunities for upward mobility. The Employee Career Development Project, discussed later, is designed to train counselors to better serve organizations in this capacity.

Tuition Assistance

Retraining is the name of the game in today's world of work. As summarized in *The Learning Enterprise* (1989), "Technical, strategic, and other factors that change skill

requirements give rise to new learning needs." Many organizations have turned to tuition assistance plans as a way of encouraging their employees to acquire new skills. Although this is not a new phenomenon, use of such plans is increasing dramatically. One reason for the increase is that plans are being revised to make them easier to use. Another is that employees are recognizing the need for further training. A third factor is the career counseling efforts aimed at increasing their use. Some organizations even provide released time as well as tuition to encourage their employees to buy in. Tuition assistance plans are one example of how a business-education partnership can work to the advantage of both institutions.

Employee Motivation

With the recognition of the need for better trained employees has come the recognition that employees are more satisfied when there is a good fit between their personal needs and the demands of their job. Career counseling programs for employees often have the added benefit of increasing motivation. Employees who have clear goals for themselves tend to have higher self-esteem and to be more productive. Companies that implement such programs usually find that employees fall into four broad categories:

1) Some decide they would be better off working for another organization or, increasingly, for themselves — and leave. This culling can have a very positive impact on the bottom line, as these often unhappy employees are less likely to be productive.

2) Some decide they are happy exactly where they are and take no action whatsoever.

3) Some decide they need more education or training to reach their goals. This, of course, meets both the employers' needs for a more highly trained work force and the employees' needs for job security, flexibility, or advancement.

4) Some decide on goals or pathways that do not require training.

These employees may participate in mentoring programs, on the job training, or in a host of other goal seeking activities.

Union-Management Career Development Programs

"Nickel an Hour"

Over the past decade or so, several large unions have negotiated with companies for a benefit that mandates a contribution to a designated fund of a specific amount of money for each hour worked by each member employee. These so-called "nickel an hour" funds have grown in some companies to be 15 cents an hour or more, plus larger contributions for overtime hours above a certain minimum. The automobile and telecommunications industries have led the way in this effort, but others have followed suit.

Administered jointly by union and management representatives, these funds are used to increase the skills of the work force — a classic example of a "win-win" situation. If employees take advantage of the designated benefits, the employer wins by having a better trained, better educated, more technologically sophisticated work force. Employees win by acquiring more skills to use in their present job or in another, by becoming more valuable to the company and thus gaining better job security, or by achieving personal educational goals.

When first developed, these programs usually followed the management tradition of tuition reimbursement. Usage was very low — typically in the range of about 4 percent. Some programs, notably those operated jointly by the United Auto Workers and the "Big Three" automobile companies, initiated prepaid tuition programs. With this system, employees take a pre-approved voucher to pre-approved educational institutions and do not have to pay any money up front. This increased usage significantly, to about 10 percent, but a dramatic increase occurred only when counselors stepped into the picture.

The UAW/Ford effort instituted a program of placing Life Education Advisors (LEAs) in each Ford plant. Their primary function was to assist workers in "returning to learning". They put on educational fairs and brought basic and adult education classes into the plants. They negotiated with local educational agencies such as community colleges or with private vendors such as Dale Carnegie to run classes at work sites. Or they helped workers find programs at educational institutions that met their personal and career goals. In some plants with LEAs, 40 percent or more of eligible workers began to use the plan. Chrysler and General Motors followed with similar programs, as have other companies.

Another route taken by joint programs has been to have a local college, university, or private or non-profit counseling agency come into the workplace to provide career counseling. This has been the route typically followed by the Alliance, a joint program of AT&T, the Communications Workers of America (CWA), and the International Brotherhood of Electrical Workers (IBEW). The goal of all these programs is to provide adult workers with sufficient counseling assistance to help them become self-directed in managing their careers. Workers are required to have a "Career Action Plan" on file before they may take advantage of prepaid tuition programs. The Guidelines are being used in one union-management project that is developing a career development course to be offered to workers. Using the adult level competencies as a needs assessment guide, a team developed a comprehensive program to be piloted in four plants in 1991.

Job Security

Clearly, one of the motivators for the workers involved in these programs is the desire for increased job security, otherwise known as fear of unemployment. Layoffs have been a way of life in many industries for the past decade. It is not uncommon for the *youngest* workers in a factory to have 15 years or more seniority. While younger workers

may already be involved in retraining programs, these senior workers often resist seeing the handwriting on the wall. Two forces combine to make jobs increasingly insecure. Advances in technology reduce the number of workers necessary to perform a certain operation, whether it be building a car or switching calls. Furthermore, the workers who are needed will require more sophisticated skills, for example, computer operation, statistical process control, or team management. Workers who have internalized the necessity of continual retraining will be more likely to be employed in the future than those who trust to seniority and contractual protections. Once more we see a role for comprehensive career planning programs such as suggested by the Guidelines.

Consumer Oriented Career Development

Many individuals receive counseling from individual career counselors in private practice. If the increase in membership in the National Career Development Association's Private Practice Special Interest Group is any indication, these services are growing rapidly. They are often excellent, client-centered approaches to life planning. They may suffer, however, from the problem-focused mentality discussed above — not necessarily on the part of the counselor but on the part of the client who seeks immediate relief rather than long term planning.

Sometimes pejoratively called "hit-and-run", brief counseling serves an important function in helping adults with short term decisions and crises, for example, choosing a major or finding a new job. The desirability of long term planning, however, may get lost in the immediacy of the need. Greater professional and public understanding of the "ongoingness" of career development might help create a more productive mind set.

Governmental Initiatives

The United States government has been involved in helping Americans work ever since Franklin D. Roosevelt launched programs to deal with unemployment in the Great Depression, if not earlier. More recently the Comprehensive Employment and Training Act (CETA) and Job Training Partnership Act (JTPA) have recognized the need for training as well as job creation and placement. Although some individual providers assist clients in decision making and most assist in job search techniques, few of these programs include comprehensive career counseling.

The Learning Enterprise (1989) identifies a "second chance" training system, "composed of both public and not-for-profit institutions that offer federally funded, locally delivered public programs to persons who are not receiving training from either the public schools or employers. It provides assistance for dropouts, persons who have failed or are likely to fail the transition from school to work, the underemployed, the working poor, and persons who have been dislocated from their jobs with dim prospects for reemployment. *Almost 40 million Americans currently fall into one or more of these*

categories" (pp. 13-14, emphasis added). Once again it is clear that for these training programs to achieve the desired results, career planning *must* be included.

Employee Career Development Project

In the spring of 1990, NOICC supported a new counselor training project to focus on helping adult workers in transition. The Partners for American Vocational Education (PAVE) refined and field tested a model counselor training program in three states. It was based on the Guidelines and a program entitled *Employee Upgrading for a Quality Workforce*, developed by the National Center for Research in Vocational Education at Ohio State University. The rewritten PAVE program includes modules on the needs of employed adults and on four basic steps in career development. In alignment with the career development competencies of the Guidelines, these are: 1) assessment [*self-knowledge*], 2) exploration [*educational and occupational exploration*], 3 and 4) focus and strategy [*career planning*]. After the field tests were completed, Dean Griffin, president of PAVE, stated, "All the workshops have confirmed my confidence in this program and in fact exceeded my expectations for the future. We have a very exciting product and process" (1990).

The Employee Career Development Project is based on two premises. One is that school and other organizationally affiliated counselors have a set of expertise that can help business and industry provide career counseling for their employees. The second is that the counselors need additional training to be effective. The Project's training exposes counselors to a comprehensive career development program based on the Guidelines. It is intended to acquaint counselors from an educational setting with the different expectations encountered in business settings; in particular, that the employer's expectations and needs must be considered along with the employee's. The enthusiastic response to the pilot programs, offered as counselor training packages, testifies to the need for such a program.

Pie in the Sky — In a More Perfect World

Let us imagine for a moment that the National Career Development Guidelines have been fully implemented at all levels of the formal education system. What would career development look like for adults?

Adults would be continuing to grow — rather than starting anew — in each area presented in the Guidelines. They would indeed have, to quote from the Guidelines, the self-knowledge skills to maintain a positive self-concept, the skills to maintain effective behaviors in interacting with others, and the understanding of developmental changes and transitions. They would have the educational and occupational exploration skills to enter and participate in education and training; to participate in work and lifelong learning; to locate, evaluate, and interpret career information; and to prepare to seek,

obtain, maintain, and change jobs. And they would understand how the needs and functions of society influence the nature and structure of work. They would have the career planning skills to make decisions; would understand the impact of work on individual and family life and the continuing changes in male/female roles; and they would have the skills to make career transitions.

In this more perfect world, all institutions — public and private — would provide ongoing access to career development services. A career development history could follow a person like medical records do now. A model for this is being developed and piloted in Michigan through the Michigan Opportunity Card. Under this system, an individual could carry such records as assessment results, program eligibility information, or educational development plans encoded on a computer chip placed on a plastic card, like a limited access automatic teller machine card. Our perfect world career development services would be confidential. They would not stipulate staying within any particular institution.

The public would see updating career development plans as they now see preventive dentistry. Within about 50 years, the dental profession has accomplished a masterful feat of public education. Once the public sought dentists, perhaps as they now seek career counselors, as an emergency resource when in pain. Now they get regular checkups and see dental care as a lifelong activity. We have been persuaded, correctly I believe, that there is less pain and expense if we engage in prevention, including periodic checkups, daily brushing, and flossing.

If we believe, and I do, that lifelong career planning has become a necessity in today's rapidly changing world, then we must find a way to persuade the public that they need assistance with that process and then provide it. Do we know what the career counseling equivalents of daily brushing are? If adults came to see career counselors for six-month checkups, do we know what we would do? Can we learn, as dentists did, to communicate and institutionalize these changes in one or two generations? I believe that the National Career Development Guidelines, with their competencies and indicators, address these questions. It is my hope that the foregoing has convinced you that we must begin to find the answers.

References

Beck, R.N. (1986). Reflections on what we know, where we are going. In *America's aging workforce: A monograph of proceedings from a leadership symposium — Houston, TX, February 26-28.* Hartford, CT: The Travelers Companies.

Bolles, R.N. (1978). *The three boxes of life.* Berkeley, CA: Ten Speed Press.

Carnevale, A.P., Gainer, L.J., (1989). *The learning enterprise.* Alexandria, VA: The American Society for Training & Development.

Carnevale, A.P., Gainer, L.J., & Meltzer, A.S. (1988). *Workplace basics: The skills employers want.* Alexandria, VA: The American Society for Training & Development.

Griffin, D. (1990). Personal Communication. June 7, 1990.

Magaziner, I. and Tucker, M. (1990). *America's choice: High skills or low wages.* Commission on the Skills of the American Work Force. (cited in *Detroit Free Press*, Tuesday, June 9, 1990, p. 1E.)

Morrison, M.M. (1986). Corporate practices: Personnel programs and management strategies for older workers. In *America's aging workforce: A monograph of proceedings from a leadership symposium — Houston, TX, February 26-28.* Hartford, CT: The Travelers Companies.

National Career Development Association. (1990). *A Gallup survey regarding career development.* Alexandria, VA: Author.

Work in America: Report of a Special Task Force to the Secretary of Health, Education, and Welfare. (1973). Cambridge, MA: MIT Press.

Knowing the Music for the Dance: The National Career Development Guidelines and Educational Priorities

Brooke B. Collison

The purpose of this paper is to describe how the National Career Development Guidelines fit existing and emerging educational priorities. First, however, I will present some general discussion of the concepts of change in education, a brief discussion about the existence (or absence) of priorities in education, and an explanation of how the Guidelines can be adapted to a variety of targeted groups, using a variety of educational methods.

Change, Stability, and Repetition

Change, stability, and repetition are common concepts in education (Butts, 1978). Even inexperienced observers have seen situations that illustrate change in schools. They also have observed educational programs that exemplify stable philosophy and consistent practice. Finally, they can point out illustrations that bring joy to the hearts of environmentalists — the tendency to "recycle". All three characteristics — change, stability, and repetition — are reflected in the priorities we set (or accept) for educational programs in the nation's schools.

Educators periodically are asked to "do something new", to "increase emphasis", or to otherwise attend to narrowly defined segments of the student population. In similar fashion, an entire faculty may discover at the beginning of the year (or in midterm) that they have been asked to begin some change. This change in method, attitude, materials, or procedure usually has an announced objective, such as altering the environment or culture within the educational setting, or achieving a specific learning outcome.

Among individual teachers in the classroom, the response to requested change can range from enthusiastic endorsement to cynical rejection (Sarason, 1982). The difference rests in the degree to which the change fits the teacher's own perspective of what is right or wrong with schools and what the solution(s) ought to be. Acceptance is based on other factors as well (Cartwright & Zander, 1968), including the source of the initiative for change, identification with the initiator, the resulting perception of probable success or outcome, the amount of time it will take to achieve the change, or the degree to which the teacher feels competent to implement it.

In one respect, the effective implementation of national educational priorities depends on a similar set of attitudes and behaviors. A school, a community, or a larger governmental unit can view change (e.g. "new" priority) in the same way that an individual teacher can see a "new" priority for a classroom. It can represent something that the community has known it needs and wanted for a long time, or it can be seen as something imposed from outside, with little bearing on the actual needs of the school system. In the first instance, the new priority would probably be greeted with enthusiastic endorsement; in the second, with resistance, ranging from passive apathy to active opposition.

Priority, Reform, or Innovation

Education watchers may suggest that there have been few times in history when education has been "a national priority". Numerous educational reforms have been suggested, and persons connected with education can list a plethora of innovations. Either reforms or innovations may give the appearance from time to time of déjà vu experiences.

Priority

For education to be a (high) priority, decision makers at all levels would have to choose it consistently over other activities that compete for the same resources. It is not enough to say an area (e.g. education) is a priority; action is required if it is a priority in more than name alone. In the spirit of values clarification activities, something is a value when the participant chooses it from among alternatives, chooses it consistently, and acts on it openly or publicly. When these criteria are applied to education, it is difficult to say that education has been a (high) priority in comparison to other governmental responsibilities (defense, roads, etc.).

There have been periods in the nation's history when education has risen a bit on the priority list. In the late 1950s, the nation observed priority action with respect to the "national defense" and education (Harden, 1981). The infusion of National Defense Education Act (NDEA) monies reflected a nation's concern in catching up to a perceived rival power in the areas of science and technology. It is still hard to say that education was the priority in that era — more specifically, the priority was educating the gifted to enter scientific fields. The end result was to strengthen the nation's defenses. The most specific goal, perhaps, could be described as "getting a satellite in space quickly".

Education has been a priority at other times. After World War II, higher education was a priority — that is, funding decisions were made that enabled thousands of returning veterans to obtain college degrees (Sheats & Smith, 1976).

Educational priorities seem to emerge from external pressures. The NDEA era benefited from a perceived threat to defense from an external source. The "veterans era" was a response to massive unemployment and an obligation to a generation of military personnel who had been removed from the normal course of career development. The most recent external threat that may have an impact on increasing the priority of education is the grim realization that the United States has become a debtor nation (Rubenstein, 1988). It has lost its worldwide advantage in many of the categories in which it has been preeminent for so long — manufacturing, a large share of the world market, favorable balance-of-trade deficits, and general leadership in the world business sector. To the degree that "education" is seen as a solution to an unfavorable world position, then the probability exists that it may increase as a priority (Giroux, 1989).

Reform

"Reform" describes a change in the way education programs function in the effort to reach some desired end. A simple reflection on education history can identify numerous reform movements — ungraded schools, school improvement programs, democratic educational theory, mainstreaming, individually guided education, mini-courses, and the like (Wynn & Wynn, 1988). Reform movements emerge from research or experimental activity that has proven effective with a segment of the population.

The developmental cycle of a reform movement follows a predictable pattern: it begins with a period of optimistic enthusiasm, during which the spokespersons for the reform movement gain visibility and credibility through their promise of hope. In the second stage, numerous school systems — or even states — initiate the reform of the moment. The predictable third stage follows in a few years, after the heightened promise of the reform fails to materialize. Bit by bit, the participating entities drop out, often to be replaced by a new reform.

The most recent reform movements have followed publication of *A Nation at Risk*, the report of the National Commission on Excellence in Education (1983). Reform response to that publication ranged from the traditionally conservative to the liberally creative (Pink, 1986). An increased emphasis on guidance and counseling programs was not included as a necessary reform response (Aubrey, 1985). Indeed, Boyer (1983) is one of the only reformers in recent years to promote guidance and counseling.

One of the most obvious effects of *A Nation at Risk* (at least if sequential events can be assumed to have cause and effect relationships) was the tendency across states to increase high school graduation requirements (Goertz, 1989). Publication of the report seemed to result in students having to do "more" (subsequently replacing or eliminating some things) rather than to do what they did differently.

Innovation

Innovation in education is an interesting concept to consider. If the populace were asked what educational innovation they could name, most likely you would receive a two-word response: "modern math". Parents may remember this innovation (regardless of their age) as something that alienated them from the schools. They didn't understand it; therefore, they couldn't help their children with homework. Further, they had no way of knowing if their children were doing their homework correctly. The business consumer can blame poor employee performance on "modern math". Teachers with any experience at all can point to "modern math" as an example of how innovation was foisted on them unawares.

Obviously there are enthusiastic supporters of modern mathematics in all segments of the population. But informal surveys point out that this has been one educational innovation that most people can identify specifically — and few can praise. The unfortunate side effect of this is that "modern math" seems to rear its ugly head whenever innovation of any kind is suggested: "Is this going to be another of those modern math things?"

Some innovations are a response to specific populations — such as the talented and gifted programs or the emphasis on mainstreaming. As different target groups rise and fall in the level of educational consciousness, they may have more or fewer innovations directed at them. Currently, at-risk youth, drug and alcohol dependent youth, children of divorce, and the culturally different seem to have numerous educational efforts designed to meet their needs. A different target group, referred to as "The Forgotten Half" (W. T. Grant Commission, 1988), reflects a concern for the young people who represent the nation's future work force, apart from the college bound. These social-condition needs tend to draw programmatic or organizational responses rather than different educational methodologies as a response.

The National Career Development Guidelines

Where do the National Career Development Guidelines fit in the scheme of priority, reform, or innovation? Perhaps in none — or in all — of these three categories. The Guidelines are certainly not an educational priority, nor are they identified as a reform movement. Little about them is so new or unique as to qualify as an innovation. More accurately, they represent a developmental evolution with a parental ancestry dating to Frank Parsons and the Boston Vocational Bureau on through more recent contributors such as Kenneth Hoyt and the Career Education movement (Zunker, 1990).

Examination of the Guidelines does present an interesting exercise for persons who are either supporters or critics of education. In effect, a common response to the Guidelines might be that they contribute to the educational priority rhetoric of the day if a competent, productive, employable work force is an assumed objective of education.

Reform movements that intend to broaden the base of participation in school programs so as to make teachers, parents, and community share responsibility for learning outcomes would certainly be supportive of the Guidelines. The methodology suggested in the Guidelines is one of broad-based, shared responsibility.

Educational programming or methodology designed to meet the needs of targeted groups such as at-risk youth, the talented and gifted, ethnically diverse populations, or the mentally challenged can find support in the Guidelines. In fact, an interesting test is to present the Guidelines to any group of parents or educators and try to find specific aspects of the Guidelines that would *not* fit their own educational priorities.

Application of the Guidelines

The Guidelines competencies are organized into three areas — (a) self-knowledge, (b) educational and occupational exploration, and (c) career planning. If one were to select any of the four levels of the Guidelines — elementary, middle/junior high school, high school, or adult — exploring the Guidelines to find appropriateness (or lack of it) for selected or targeted groups becomes an intriguing challenge.

Self-Knowledge

At the high school level, three statements are included in the area of self-knowledge:

1) Understanding the influence of a positive self-concept

2) Skills to interact positively with others

3) Understanding the impact of growth and development

Even the most cynical educational critic would have difficulty suggesting that any of these three competencies is not appropriate. When applied to targeted groups, the competencies become even more appropriate. For example, the talented and gifted student has an equal need to "understand the influence of a positive self-concept" as has the drug-dependent youth returning to school from an in-patient treatment center. Of course, the two youths may be one and the same.

Educational and Occupational Exploration

Five competencies are found in this area for the high school level:

1) Understanding the relationship between educational achievement and career planning

2) Understanding the need for positive attitudes toward work and learning

3) Skills to locate, evaluate, and interpret career information

4) Skills to prepare to seek, obtain, maintain, and change jobs

5) Understanding how societal needs and functions influence the nature and structure of work

Competencies 4 and 5 could draw criticism from those who believe that the most important value in life is to stay in a job — whether you like it or not (see competency 4). Competency 5 could be criticized by people who see the nature or structure of work moving in a direction that they do not support because of personal or cultural values. However, the applicability of the competencies for youth across all possible life situations or for different cultural or economic groups is obvious.

Career Planning

The four high school competencies in career planning are equally appropriate for students in talented and gifted programs, adjudicated youth in residential treatment programs, migrant youth, non-English speaking students, urban and rural youth, or any other group defined within the purview of education mandates:

1) Skills to make decisions

2) Understanding the interrelationship of life roles

3) Understanding the continuous changes in male/female roles

4) Skills in career planning

The Success of the Guidelines

The uniqueness, and subsequent value, of the Guidelines rests in a combination of factors, not just in the content of the competencies. The Guidelines have been developed with assurance of a broad-based group of contributors. In addition, a well-developed strategy was designed for creating the structures for implementation. Those structures rest on the concept of integrated responsibilities within the school (or community). Finally, the competencies of the persons needed to implement the Guidelines have been spelled out, and both the training and support necessary for continued operation are present.

The success or failure of any program that implements the Guidelines will rest on the degree to which the activities associated with the Guidelines are identified, described, and evaluated. A problematic issue centers on the fact that many of the activities designed to implement the Guidelines are shared activities — not "owned" by any single entity within the school. As a result, the advantage of the Guidelines — being integrated into many different school activities — becomes a disadvantage in terms of accountability or evaluation.

Process vs. Product Evaluation

Educational evaluation is most commonly one of two kinds: process or product evaluation (Berke & Law, 1981; Gephart, 1975). In process evaluation, records of activities or events are kept and reported — e.g. the number of times students used a computerized career information system in a given month. Product evaluation measures the outcome, or product, that results from the activity or event — e.g. the amount of knowledge of occupational possibilities gained as a result of one session on a computerized career information system by a given student.

Process evaluation is the more common of the two. Product evaluation is the more convincing, and the more difficult to do. The sustained application of the Guidelines within educational programs, especially in times of limited resources, will depend on the development of effective product evaluation plans.

It is interesting, however, to speculate on the possibility that solid data demonstrating the effectiveness of activities designed to reach one of the competencies in the Guidelines could then spark political battles. Such problems could arise if more than one unit within the school were to take credit for the activities and for the eventual outcome. This scenario is rather unlikely, for demonstrated success in education is usually an exciting moment, regardless of who takes credit for the achievement. A shared program like the Guidelines, however, may find that it has many, one, or no parents who will take credit for the accomplishments — or blame for the lack of them.

Essentials for Success

The sequence of events leading to successful implementation and maintenance of the National Career Development Guidelines as an essential part of the nation's schools is described in the handbooks produced by the National Occupational Information Coordinating Committee and used by the National Guidelines Cadre of Trainers. Perhaps the most critical words in that sentence are *coordinating* and *committee*. The secret of this particular success rests in the coordination of ideas, events, training, materials, support, evaluation, revision, and application of the programs tied to the Guidelines. That coordination is equally essential at all levels — from the federal mandate to the smallest local educational unit or classroom; from the elementary grade activity to the large-city organization, to the university classroom, and to the scientific researcher.

Even though some persons — career development specialists, labor market analysts, counselors, or the like — see their professional identity tied to the activity of the Guidelines, they do not have the kind of central identification or ownership of content that exists within academic disciplines like mathematics, chemistry, or history. As a result, the persons who are interested in seeing the Guidelines adopted broadly must be alert to emerging trends in education.

If a national priority is emerging, it must be pointed out that the Guidelines can enhance the accomplishment of that priority. If a reform is developing, someone must point out how the Guidelines relate to that reform. When innovation is discussed, there must be a spokesperson who can support that innovation and describe how it is or is not compatible with the Guidelines.

This is not to say that the Guidelines are so nonspecific that they fit any program; this is not a "one-size-fits-all" program. It is to say that the Guidelines describe some universally acceptable outcomes, and that the various educational emphases that will emerge in the next few years can use those outcomes. Furthermore, it is incumbent on NOICC and the other supporters of the Guidelines to demonstrate how they can extend and enhance the techniques and methods that emerge from the educational priorities that will be set.

In part, it is like listening for the music and knowing what the dance should be. The dancer who performs every dance like the last — even when the music changes — will find it hard to keep a partner, even for the nicest of songs.

References

Aubrey, R. F. (1985). A counseling perspective on the recent educational reform reports. *The School Counselor, 33*, 91-99.

Berke, I. P. & Law, A. I. (1981). Prospects for educational evaluation. In Kathryn Cirincione-Coles (Ed.) *The future of education: Policy issues and challenges* (pp. 123-132). Beverly Hills: Sage.

Boyer, E. L. (1983). *High school: A report on secondary education in America.* New York: Harper & Row.

Butts, R. F. (1978). *Public education in the United States: From revolution to reform.* New York: Holt, Rinehart & Winston.

Cartwright, D. & Zander, A. (1968). *Group dynamics: Research and theory (3rd ed.).* New York: Harper & Row.

Gephart, W. J. (Ed.) (1975). *Accountability: A state, a process, or a product?* Bloomington, IN: Phi Delta Kappa.

Giroux, H. A. (1989). Rethinking education reform in the Age of George Bush. *Phi Delta Kappan, 70* (9), 728-30.

Goertz, M. E. (1989). *Course-taking patterns in the 1980s.* New Brunswick, NJ: Center for Policy Research in Education (ED311568).

W. T. Grant Foundation. (1988). *The forgotten half: Non-college youth in America.* W. T. Grant Foundation Commission on Work, Family and Citizenship: 1001 Connecticut Avenue, N.W., Washington, DC 20036.

Harden, T. K. (1981). The national defense education act: A turning point in federal aid. ED 212084 (22 pages).

National Commission on Excellence in Education, David P. Gardner, Chair. (1983). *A nation at risk: The imperative for educational reform.* Washington, DC: U. S. Department of Education.

Pink, W. T. (1986). Facilitating change at the school level: A missing factor in school reform. *The Urban Review, 18*, 19-30.

Rubenstein, E. (1988). The world's largest debtor? (United States). *National Review, 40* (November 7), 14.

Sarason, S. B. (1982). *The culture of the school and the problem of change.* Boston: Allyn & Bacon.

Sheats, P. H. & Smith, L. T. (1976). A period of divergent influences, 1941-1950. *The NUEA Spectator, 40* (24), 16-18.

Wynn, R. & Wynn, J. L. (1988). *American education (9th ed).* New York: Harper & Row.

Zunker, V. G. (1990). *Career counseling: Applied concepts of life planning (3rd ed.).* Pacific Grove, CA: Brooks/Cole.

The Authors

Juliet V. Miller has served as the Lead Consultant on NOICC's National Career Development Guidelines project. She is a self-employed career consultant and counselor. Previously she was the Director of the ERIC Clearinghouse on Adult, Career and Vocational Education, National Center for Research in Vocational Education, The Ohio State University.

Career development and counseling has been her major field of specialization for more than 20 years. During that time, she has been involved in such activities as counseling, counselor education, and program development.

She received her M.A. and Ph.D. in counseling and guidance from the University of Michigan. She is an Ohio Licensed Professional Counselor and a National Certified Counselor and National Certified Career Counselor.

She has served as the president of the National Career Development Association and is currently the career counseling representative on the Board of Directors of the National Board for Certified Counselors. She is the author of books and journal articles on career guidance and counseling.

Jane Goodman is an Assistant Professor in the Department of Leadership and Counseling at Eastern Michigan University in Ypsilanti, Michigan, and has been involved in providing career development services to adults since 1972. She has worked with active and laid off employees in schools, factories, agencies, and offices.

She is the co-author of a career development workbook, *Directions for Change*, and a job search handbook, *Opening Doors: A Practical Guide for Job Seeking*, as well as many professional articles. She has taught career development classes at Oakland University at the graduate and undergraduate levels and frequently provides inservice training to professionals and paraprofessionals who provide career development services to adults.

Dr. Goodman is currently the Mid-west trustee for the National Career Development Association, the past secretary of that group, and a past president of the Michigan Career Development Association and the Michigan Association for Counseling and Development. She is a member of the National Guidelines Cadre of Trainers and a trainer in the PAVE program for *Developing a Quality Workforce*.

Brooke B. Collison is an Associate Professor of Counseling and Guidance at Oregon State University, where he is primarily involved in counselor education at the graduate level. Previously he held a similar position at the Wichita State University, Wichita, Kansas. He completed his bachelor's and master's degrees at the University of Kansas and has a Ph.D. in Counseling Psychology from the University of Missouri-Columbia.

Dr. Collison was president of the American Association for Counseling and Development in 1987-8. He is a former member of the AACD (formerly APGA) Board of Directors and Senate and has served on or chaired a number of AACD committees at the state, regional, and national level. He is a former state president of the Kansas Association for Counseling and Development and the Kansas Association for Counselor Education and Supervision.

Dr. Collison is co-author and editor of *Careers in Counseling and Human Development*. He has published articles in numerous professional journals and has written chapters for several books. He also has conducted many workshops and seminars on organizational communication, gender role issues, student advisory programs, parent communication, and career education.

Appendix A
National Career Development Guidelines

Career Development Competencies by Area and Level

Elementary	*Middle/Junior High School*	*High School*	*Adult*
Self-Knowledge			
Knowledge of the importance of self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding of the impact of growth and development.	Understanding developmental changes and transitions.
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and life-long learning.
Skills to understand and use career information.	Skills to locate, understand, and use career information.	Skills to locate, evaluate, and interpret career information.	Skills to locate, evaluate, and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
Career Planning			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding of the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding of the continuous changes in male/female roles.	Understanding of the continuing changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

The National Career Development Guidelines Order Form

	Price	Quantity	Total Cost	
Local Handbooks				
Community & Business Organizations	$10.90 x	_____	= _____	(4451)
Postsecondary Institutions	10.90 x	_____	= _____	(4452)
High Schools	10.90 x	_____	= _____	(4453)
Middle/Junior High Schools	10.90 x	_____	= _____	(4454)
Elementary Schools	10.90 x	_____	= _____	(4455)
Trainer's Manual	10.90 x	_____	= _____	(4456)
Set of any six documents above	57.90 x	_____	= _____	(4457)
State Handbook	10.90 x	_____	= _____	(4458)
VHS Videotape, "A Focus for Action"	10.00 x	_____	= _____	(4461)
	TOTAL COST:		____ ____	

Prices include postage and handling at library rate. Additional postage for 1st Class or UPS delivery. Foreign orders will be adjusted for additional postage. Please indicate the products you wish to receive and send your check or purchase order to:

Northwest Regional Educational Laboratory
Attention: Document Reproduction Service
101 SW Main Street, Suite 500
Portland, OR 97204
1-800-547-6339, extension 518

P.O. # _____